

# Julia Atkin

*“Measuring the growth of the key competencies”*

## Key points we took away

- Key competencies should be measured qualitatively not quantitatively.
- Key competencies should be taught implicitly and explicitly.
- Using the terms for the competencies with the students is very important.



Numeracy Term: 1 Date: 2011 Learning Competencies		
<b>Curriculum Level: Level 3 (Year 7 - 8)</b> <b>Context: Numeracy</b>		
<b>Learning Competency:</b>	<b>Questioning</b>	
<b>Planning for Learning Beginning</b>	<b>Planning for Learning Proficient</b>	<b>Planning for Learning Advanced</b>
<ul style="list-style-type: none"> <li>•I can pose a question using appropriate vocabulary some of which is technical.</li> </ul>	<ul style="list-style-type: none"> <li>•I can pose a question to extend my understanding.</li> <li>•I can pose an open question combining two or more question words. i.e How did you make this and what did you find this difficult.</li> </ul>	<ul style="list-style-type: none"> <li>•I can pose a follow on question when listening to a conversation.</li> <li>•I can select the most appropriate form of question for the topic.</li> </ul>
<b>Self Reflection: Questioning</b>		
<b>Peer Reflection: (based on evidence from my learning journal): Questioning</b>		
<b>Teacher Reflection: Questioning</b>		



	Over time	Range of contexts	High level complexity	Autonomy	Self aware
<i>When questioning I...</i>	<i>never, sometimes, occasionally, always</i>	<i>familiar - in class/ out of class challenging - in class/ out of class</i>	<i>simple, moderate, complex, sophisticated</i>	<i>Support, self initiated, intrinsic, reactive, bystander</i>	<i>Is reflective never, sometimes, occasionally, always</i>
...confirm what I already know					
...evaluate existing thoughts, ideas and relationships					
...clarify situations or processes					
...take my learning to a deeper level					
...use tools and strategies to think about a situation or solve a problem					



**Learning Competencies  
Term 1 2011**

**Curriculum Level:**  
**Context:** Numeracy

Learning Competency	Questioning				
	Over Time	Range of Contexts	High Level Complexity	Autonomy	Self Aware
<b>When Questioning I....</b>	Never	Never am familiar - in class/out of class challenging - in class/out of class	Simple, moderate, complex, sophisticated	Support, self initiated, intrinsic, reactive, bystander	Is reflective, never, sometimes, occasionally, always
Confirm what I already know					
....evaluate existing thoughts, ideas and relationships					
....clarify situations or processes					
...take my learning to a deeper level					
...use tools and strategies to think about a situation or to solve a problem					
<b>Self Reflection: Questioning</b>					
<b>Peer Reflection: (based on evidence from my learning journal)</b>					
<b>Teacher Reflection: Questioning</b>					
<b>Where to Now: Questioning</b>					



# CRITERIA FOR REFLECTION

## e-journals

This year we are using e-journals to share our mathematics learning. This will be one form of evidence for students progress and achievement in mathematics.

Writing a journal entry success criteria

- date you entry
- share the learning intention
- show a equation that you can now solve (make sure it is tricky enough to show your best learning)
- solve the equation
- use at least three reflection starters

Reflection Starters

- what you learned
- what you enjoyed
- what you found difficult
- what you need help with
- your next steps/goals
- your progression (where you started and where you are now)



# Our Journey

<http://room2joshuah.weebly.com/mathematics-ejournal.html>

<http://room2belinda.weebly.com/mathematics-ejournal.html>

<http://room2caitlynn.weebly.com/mathematics-ejournal.html>

<http://lisapaap.weebly.com/index.html>